



## Grade 7 Unit 3 - Character Invention

### Unit Focus

Students will learn how to create a 3 dimensional form from a 2 dimensional idea. They will apply their understanding and techniques by inventing a character and will write a story about it. Students will learn by looking at the work of various animators, developing appropriate ideas for character development, and other hands on drawing activities.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>National Core Arts Standards</b> <i>Visual Arts: 7</i> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.7) Apply methods to overcome creative blocks. (VA:Cr1.1.7.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.7) Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. (VA:Cr2.1.7.a) Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.7) Reflect on and explain important information about personal artwork in an artist statement or another format. (VA:Cr3.1.7.a) Analyze: Interpret intent and meaning in artistic work. (VA:Re8.1.7) Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. (VA:Re8.1.7.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.7) Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. (VA:Re9.1.7.a)  <b>Madison Public Schools Profile of a Graduate</b> Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Create works of art to personally engage in the artistic process and/or communicate meaning <b>T2</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. <b>U2</b> Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work. <b>U3</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.	<i>Students will keep considering...</i> <b>Q1</b> How can I use art and design to invent my own character? <b>Q2</b> What inspires me? Where do I get my ideas from? <b>Q3</b> What am I learning or have I learned from creating this work of art? <b>Q4</b> How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? <b>Q5</b> How can I use art to illustrate a story?
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> <b>K1</b> Elements of Art and how each are used in a work of art: Shape, Form, Proportion, Color <b>K2</b> Influence of Artist(s): Describe the characteristics of various animators' style of art <b>K3</b> Art Vocabulary: Stop Motion Animation, Armature <b>K4</b> Artists use appropriate internal support structures to create 3D sculptures.	<i>Students will be skilled at...</i> <b>S1</b> Create a 3D character that tells a story and has a purpose. <b>S2</b> Using wire, newspaper, cardboard, and various recycled materials to construct an armature <b>S3</b> Using proper application of various materials for the finished sculpture: plaster gauze, paint, fabric, model magic, e.g.